

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

Annual  
PROGRESS REPORT

2002 - 2003





# **NORTH SCOTT COMMUNITY SCHOOL DISTRICT** **Reporting to Our Community** **Annual Progress Report** **2002-2003**

The North Scott Community School District is governed by a board of directors, elected by the public. The board of directors is responsible for determining policies, setting the budget and maintaining standards of excellence in education on behalf of the community. Board members are elected by North Scott voters for three-year terms. All North Scott board members are committed to their own lifelong learning and are regular participants in training through the Iowa Association of School Boards.

<b>North Scott Board of Education</b>		(563) 285-4370
Jerry Mohr, President		(563) 285-9690
Virginia Kelly, Vice-President		(563) 285-4181
Sue Cannon		(563) 225-3891
Paul Dierickx		(563) 285-4180
Jack Hill		(563) 285-9781
Rex Masterson		(563) 285-7133
Janice Uitenbrock		(563) 285-3103
Kristy Looney, Board Secretary		
<b>Dr. Timothy Dose, Superintendent</b>		

<b>Central Administration</b>		
<b>251 E. Iowa Street, Eldridge, IA 52748</b>		
Superintendent	Dr. Tim Dose	(563) 285-9081
Business Director	Joe Hintze	(563) 285-4147
Director of Operations	John Netwal	(563) 285-9654
Curriculum Director	Cindy VanDeWalle	(563) 285-3428

<b>North Scott High School</b>		
<b>200 S. 1st Street, Eldridge, IA 52748</b>		
Principal	Dr. Terry Sherer	(563) 285-3200
Associate Principal	Frank Wood	(563) 285-3218
Activities Director	Dennis Johnson	(563) 285-3206
Dean of Students	Jay Chelf	(563) 285-3208

<b>North Scott Junior High</b>		
<b>502 S. 5th Street, Eldridge, IA 52748</b>		
Principal	David Griffin	(563) 285-3416
Dean of Students/Act. Dir.	Pat McGonegle	(563) 285-3415

<b>Neil Armstrong Elementary</b>		
<b>212 S. Parkview Dr., Eldridge, IA 52748</b>		
Principal	Curt Rheingans	(563) 285-3122

<b>John Glenn Elementary</b>		
<b>308 N. Main St., P.O. Box 168, Donahue, IA 52746</b>		
Principal	C. J. Albertson	(563) 282-9862

<b>Virgil Grissom Elementary</b>		
<b>500 Lost Grove Road, P.O. Box 500, Princeton, IA 52768</b>		
Principal	Jim Pfaff	(563) 289-4404

<b>Alan Shepard Elementary</b>		
<b>220 W. Grove St., Long Grove, IA 52756</b>		
Principal	Sherri Marceau	(563) 285-3114

<b>Edward White Elementary</b>		
<b>121 S. 5th Street, Eldridge, IA 52748</b>		
Principal	John Langenhan	(563) 285-3304

Note: To contact a North Scott staff member by e-mail the address protocol is: last name\_first name@north-scott.k12.ia.us



### **Mission Statement**

The mission of the North Scott Community School District, a unique blend of rural and metropolitan opportunities, is to produce graduates with the capacity to be successful in a changing world by incorporating abundant resources and offering a broad-based curriculum in a respectful, safe environment.

### **Student Learning Goals**

North Scott graduates will:

- possess a basic core of knowledge
- demonstrate personal responsibility
- communicate effectively
- demonstrate social and civic responsibility
- demonstrate self-directed life-long learning
- use complex thinking to solve problems and make decisions
- work well on a team
- use technology effectively
- think creatively



### **Long-Range Goals**

All students will demonstrate progress in their reading performance.  
All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems.  
All students will demonstrate progress in their ability to use science inquiry skills to understand their world.  
All students will demonstrate progress in their personal, social, and civic responsibilities.  
All students will progress in their readiness for employability in an ever changing world.

### **North Scott Community Schools At a Glance Enrollment (Sept. 2002)**

North Scott High School	1,015
North Scott Junior High	501
Neil Armstrong Elementary	291
John Glenn Elementary	259
Virgil Grissom Elementary	208
Alan Shepard Elementary	295
Edward White Elementary	388
<b>Total</b>	<b>2,957</b>



### **Achievement in the Basics**

Many measures are used to gauge student achievement. The North Scott Community School District uses the Iowa Tests of Basic Skills (ITBS) at grades 3-8 and the Iowa Tests of Educational Development (ITED) at grades 9-11 as an accountability and improvement measure at the district level. For accountability to the North Scott Community, achievement results are reported in reading and math at grades 4, 8, and 11, and in science in grades 8 and 11.

Achievement levels are used to report results on the ITBS and ITED assessments and are based on national percentile scores. In the low performance level, students score below acceptable (proficient) levels of performance (from 1-40%); in the intermediate performance level, students score at acceptable levels of performance (from 41-89%); and in the high performance level, students score far above acceptable levels of performance (from 90-99%). Students are considered proficient if they score in the intermediate or high levels.

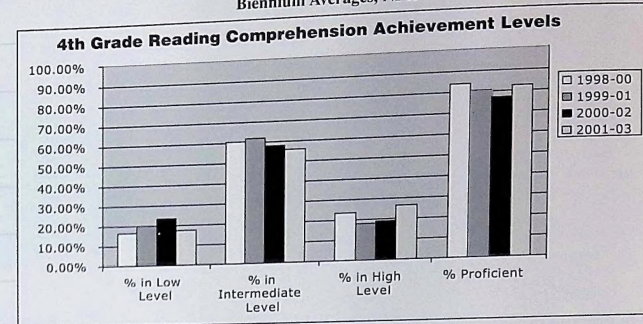
Testing experts stress that achievement data is best used to identify areas of strength and weakness for individual students and classes, and to measure growth. Because of the way tests are designed, and demographic factors that influence results, standardized test scores alone are not a reliable method for comparing teachers, schools, or districts. The district continues to develop the use of a variety of assessment measures to provide valuable information about how much students are learning.

North Scott teachers and administrators use test data in planning curriculum, developing school improvement plans, and making instructional decisions in the classroom. The district focuses on improving achievement for all students.

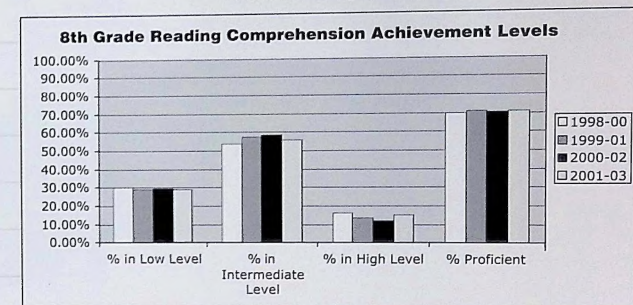


## Reading

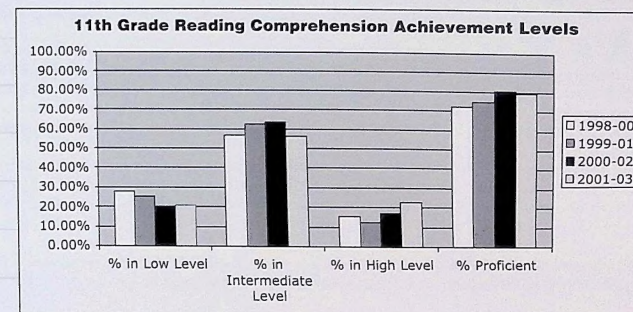
### ITBS Grade 4 Reading Comprehension Proficiency, Biennium Averages, NPR



### ITBS Grade 8 Reading Comprehension Proficiency, Biennium Averages, NPR



### ITBS Grade 11 Reading Comprehension Proficiency, Biennium Averages, NPR



**Data Summary:** Student proficiency (2001-03) in reading comprehension increased over the previous biennium (2000-02) in grades 4 (82.5% proficient) and 8 (70.9% proficient) and showed a very slight decrease at 11th grade. Information on trend data and the performance of various subgroups follows.



### Gender Trend Data, Reading Comprehension

ITBS Grade 4 Gender Trend Data Reading Comprehension  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	26.4%	61.8%	11.8%	73.6%
	Male	24.2%	55.6%	20.2%	75.8%
2001-02	Female	19.7%	52.1%	28.2%	80.3%
	Male	23.4%	61.6%	15.0%	76.6%
2002-03	Female	17.5%	51.4%	31.1%	82.5%
	Male	10.1%	59.6%	30.3%	89.9%

ITBS Grade 8 Gender Trend Data Reading Comprehension  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	24.2%	62.9%	12.9%	75.8%
	Male	32.8%	54.3%	12.9%	67.2%
2001-02	Female	28.2%	65.0%	6.8%	71.8%
	Male	33.6%	52.0%	14.4%	66.4%
2002-03	Female	18.1%	57.5%	24.4%	81.9%
	Male	36.6%	49.6%	13.8%	63.4%

ITED Grade 11 Gender Trend Data Reading Comprehension  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	19.3%	72.3%	8.4%	80.7%
	Male	25.8%	60.7%	13.5%	74.2%
2001-02	Female	13.7%	64.7%	21.6%	86.3%
	Male	20.9%	54.7%	24.4%	79.1%
2002-03	Female	20.3%	54.2%	25.5%	79.7%
	Male	27.7%	51.3%	21.0%	72.3%





### Socioeconomic Status Trend Data, Reading Comprehension

ITBS Grade 4 Socioeconomic Status Reading Comprehension  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	19.8%	56.8%	23.4%	80.2%
	F/R	31.2%	56.3%	12.5%	68.8%
2002-03	Non F/R	8.2%	55.3%	36.5%	91.8%
	F/R	35.7%	57.1%	7.2%	64.3%

ITBS Grade 8 Socioeconomic Status Reading Comprehension  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	26.9%	61.6%	11.5%	73.1%
	F/R	55.9%	38.2%	5.9%	44.1%
2002-03	Non F/R	22.2%	56.2%	21.6%	77.8%
	F/R	48.9%	42.6%	8.5%	51.1%

ITED Grade 11 Socioeconomic Status Reading Comprehension  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	8.2%	57.0%	34.8%	91.8%
	F/R	40.0%	30.0%	30.0%	60.0%
2002-03	Non F/R	20.8%	54.1%	25.1%	79.2%
	F/R	46.7%	43.3%	10.0%	53.3%

### Students with Disabilities Trend Data Reading Comprehension

ITBS Grade 4 Students with Disabilities, Reading Comprehension  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	50.0%	50.0%	0%	50.0%
	No IEP	19.5%	57.2%	23.3%	80.5%
2002-03	With IEP	53.3%	33.3%	13.4%	46.7%
	No IEP	10.7%	57.3%	32.0%	89.3%



**ITBS Grade 8 Students with Disabilities, Reading Comprehension  
Annual Data, NPR**

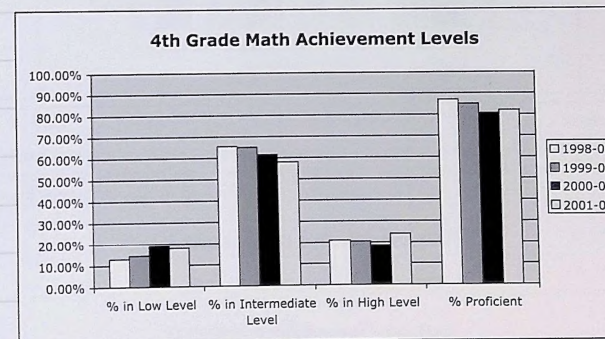
Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	85.2%	14.8%	0%	14.8%
	No IEP	24.2%	63.7%	12.1%	75.8%
2002-03	With IEP	74.3%	20.0%	5.7%	25.7%
	No IEP	19.5%	59.1%	21.4%	80.5%

**ITED Grade 11 Students with Disabilities, Reading Comprehension  
Annual Data, NPR**

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	60.0%	40.0%	0%	40.0%
	No IEP	13.2%	62.1%	24.7%	86.8%
2002-03	With IEP	79.1%	20.9%	0%	20.9%
	No IEP	11.9%	59.8%	28.3%	88.1%

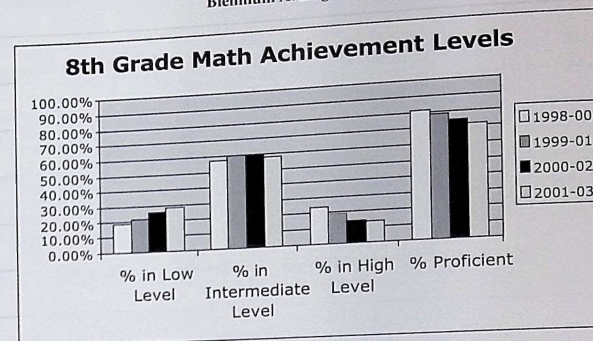
**Mathematics**

**ITBS Grade 4 Math Proficiency  
Biennium Averages, NPR**

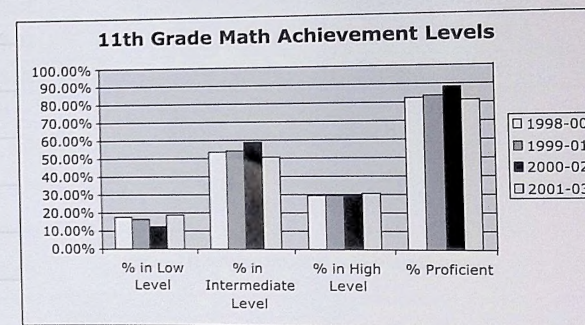




ITBS Grade 8, Math Proficiency  
Biennium Averages, NPR



ITED Grade 11, Math Proficiency  
Biennium Averages, NPR



**Data Summary:** In 2001-03 math proficiency for 4th grade students increased to 82.0%. 8th grade showed a slight decline to 71.7%. While 11th grade increased the percent of students in the high performance level, overall student proficiency declined to 81.2%. Information on the trend data and performance of various subgroups in mathematics follows.

**Gender Trend Data, Math**

ITBS Grade 4 Gender Trend Data Math  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	17.8%	64.4%	17.8%	82.2%
	Male	15.2%	56.5%	28.3%	84.8%
2001-02	Female	23.1%	63.2%	13.7%	76.9%
	Male	21.5%	61.7%	16.8%	78.5%
2002-03	Female	13.6%	58.3%	28.1%	86.4%
	Male	13.8%	48.6%	37.6%	86.2%



**ITBS Grade 8 Gender Trend Data Math**  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	19.0%	65.5%	15.5%	81.0%
	Male	23.1%	59.8%	17.1%	76.9%
2001-02	Female	28.2%	61.5%	10.3%	71.8%
	Male	32.8%	53.6%	13.6%	67.2%
2002-03	Female	23.6%	60.6%	15.8%	76.4%
	Male	28.5%	56.1%	15.4%	71.5%

**ITED Grade 11 Gender Trend Data Math**  
Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2000-01	Female	7.2%	69.9%	22.9%	92.8%
	Male	11.0%	58.2%	30.8%	89.0%
2001-02	Female	9.6%	60.6%	29.8%	90.4%
	Male	19.5%	47.2%	33.3%	80.5%
2002-03	Female	20.3%	53.4%	26.3%	79.7%
	Male	26.0%	41.2%	32.8%	74.0%

**Socioeconomic Status Trend Data, Math**

**ITBS Grade 4 Socioeconomic Status Math**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	20.3%	63.0%	16.7%	79.7%
	F/R	34.3%	59.4%	6.3%	65.7%
2002-03	Non F/R	8.8%	52.9%	38.3%	91.2%
	F/R	33.3%	54.8%	11.9%	66.7%

**ITBS Grade 8 Socioeconomic Status Math**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	25.1%	61.4%	13.5%	74.9%
	F/R	62.8%	34.3%	2.9%	37.2%
2002-03	Non F/R	18.7%	63.6%	17.7%	81.3%
	F/R	57.4%	36.2%	6.4%	42.6%



**ITED Grade 11 Socioeconomic Status Math  
Annual Data, NPR**

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	Non F/R	14.4%	53.0%	32.6%	85.6%
	F/R	18.2%	72.7%	9.1%	81.8%
2002-03	Non F/R	18.8%	48.3%	32.9%	81.2%
	F/R	53.3%	40.0%	6.7%	46.7%

**Students with Disabilities Trend Data  
Math**

**ITBS Grade 4 Students with Disabilities, Math  
Annual Data, NPR**

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	50.0%	50.0%	0%	50.0%
	No IEP	20.5%	63.3%	16.2%	79.5%
2002-03	With IEP	40.0%	46.7%	13.3%	60.0%
	No IEP	11.7%	53.8%	34.5%	88.3%

**ITBS Grade 8 Students with Disabilities, Math  
Annual Data, NPR**

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	92.3%	7.7%	0%	7.7%
	No IEP	23.1%	63.5%	13.4%	76.9%
2002-03	With IEP	71.4%	22.9%	5.7%	28.6%
	No IEP	18.6%	64.2%	17.2%	81.4%

**ITED Grade 11 Students with Disabilities, Math  
Annual Data, NPR**

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2001-02	With IEP	57.1%	42.9%	0%	42.9%
	No IEP	11.2%	55.1%	33.7%	88.8%
2002-03	With IEP	72.1%	25.6%	2.3%	27.9%
	No IEP	12.4%	52.1%	35.5%	87.6%



**2002-03 ITBS Proficiency Scores  
Elementary Buildings**

Neil Armstrong - 4th Grade

		% Low	%Interm.	%High	%Prof.
2001-02	Reading	22.5	55.0	22.5	77.5%
2002-03	Reading	23.3	46.5	30.2	76.7%
					-0.8%
2001-02	Math	20.0	67.5	12.5	80.0%
2002-03	Math	22.7	40.9	36.4	77.3%
					-2.7%

John Glenn - 4th Grade

		% Low	%Interm.	%High	%Prof.
2001-02	Reading	34.3	51.4	14.3	65.7%
2002-03	Reading	2.8	58.3	38.9	97.2%
					+31.5%
2001-02	Math	25.7	60.0	14.3	74.3%
2002-03	Math	8.3	52.8	38.9	91.7%
					+17.4%

Virgil Grissom - 4th Grade

		% Low	%Interm.	%High	%Prof.
2001-02	Reading	29.5	65.9	4.6	70.5%
2002-03	Reading	32.0	48.0	20.0	68.0%
					-2.5%
2001-02	Math	31.8	63.6	4.6	68.2%
2002-03	Math	24.0	36.0	40.0	76.0%
					+7.8%

Alan Shepard - 4th Grade

		% Low	%Interm.	%High	%Prof.
2001-02	Reading	4.8	52.4	42.8	95.2%
2002-03	Reading	9.4	56.6	33.9	90.5%
					-4.7%
2001-02	Math	21.4	50.0	28.6	78.6%
2002-03	Math	7.6	60.4	32.0	92.4%
					+13.8%

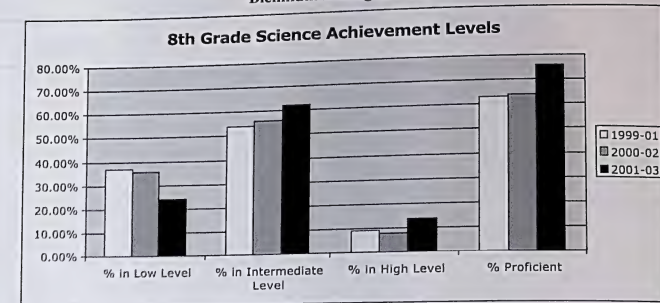
Ed White - 4th Grade

		% Low	%Interm.	%High	%Prof.
2001-02	Reading	19.1	57.1	23.8	80.9%
2002-03	Reading	2.2	69.6	28.3	97.9%
					+17.0%
2001-02	Math	15.9	68.2	15.9	84.1%
2002-03	Math	8.7	65.2	26.1	91.3%
					+7.2%

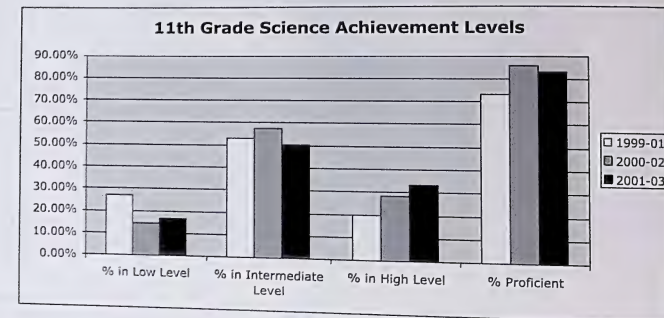


## Science

### ITBS Grade 8 Science Proficiency Biennium Averages, NPR



### ITED Grade 11 Science Proficiency Biennium Averages, NPR



**Data Summary:** In science, 8th grade ITBS scores increased for the 2001-03 biennium average from 64% proficient. The 11th grade showed a small decline from 85.6% to 83.3% proficiency. No trend data for subgroups is available as 2002-03 is the first year districts were required to report science subgroup data. That data follows.

## Gender Trend Data Science

### ITBS Grade 8 Gender Trend Data Science Annual Data, NPR

Year	Gender	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	Female	11.0%	70.1%	18.9%	89.0%
	Male	20.3%	61.8%	17.9%	79.7%



**ITED Grade 11 Gender Trend Data Science**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	Female	20.3%	44.9%	34.8%	79.7%
	Male	46.7%	43.3%	10.0%	53.3%

**Socioeconomic Status Trend Data Science**

**ITBS Grade 8 Socioeconomic Status Trend Data Science**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	Non F/R	10.3%	68.0%	21.7%	89.7%
	F/R	38.3%	57.4%	4.3%	61.7%

**ITBS Grade 11 Socioeconomic Status Trend Data Science**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	Non F/R	20.3%	44.9%	34.8%	79.7%
	F/R	46.7%	43.3%	10.0%	53.3%

**Students with Disabilities Trend Data Science**

**ITBS Grade 8 Students with Disabilities Trend Data Science**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	With IEP	54.3%	37.1%	8.6%	45.7%
	No IEP	9.3%	70.7%	20.0%	90.7%

**ITBS Grade 11 Students with Disabilities Trend Data Science**  
Annual Data, NPR

Year	Group	% in Low Level	% in Intermediate Level	% in High Level	% Proficient
2002-03	With IEP	69.8%	27.9%	2.3%	30.2%
	No IEP	13.4%	48.5%	38.1%	86.6%



## Science Multiple Assessment Data

Science performance assessment task Grades 8 and 10.

### Grade 8

Year	Does not meet standard	Meets standard	Exceeds standard
2001-02	20%	45%	36%
2002-03	33%	38%	29%

### Grade 10

Year	Does not meet standard	Meets standard	Exceeds standard
2001-02	24%	69%	7%
2002-03	40%	47%	13%

## Science Improvement Goals

### Long-range Goals for Science

All students will demonstrate progress in their ability to use science inquiry skills to understand their world.

### 2002-03 Annual Improvement Goals for Science

We will increase the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a district designed science performance assessment.

### 2002-03 Annual Improvement Goals for Science Met or Not Met

Our goal was to increase the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a district designed science performance assessment. We did not meet the goal. Last year 81% of our 8th grade students were proficient on the performance assessment. This year 67% of the students were proficient on the performance assessment. Last year 76% of the 11th graders demonstrated proficiency on the performance assessment, while this year 60% were proficient. Both 8th and 11th grade showed a drop in proficiency this year instead of an increase.

### 2002-03 Science Goals Not Met: Corrective Actions

- Specific action plans are described in the North Scott Comprehensive School Improvement Plan.
- The secondary science program will continue to emphasize the use of performance assessment tasks to increase student proficiency in the use of scientific inquiry strategies.
- Elementary students will also participate in grade level wide performance assessment tasks to provide a foundation for the secondary science expectations.

### Annual Improvement Goal for Science for 2003-04.

We will reduce by a minimum of 10% the percent of students who are not proficient in grades 8 and 10 on the district wide science performance assessment task.





# District-Wide Multiple Assessment Data Reading, Mathematics, and Science

## New Standards Reference Exam for Reading and Writing Results

### Test: Basic Understanding

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District	District	National	District	District	National	District	District
		01-02	02-03		01-02	02-03		01-02	02-03
Achieved St. with Honors	4%	8%	10%	2%	2%	3%	1%	5%	1%
Achieved St.	53%	67%	76%	44%	44%	51%	22%	51%	48%
Nearly Achieved Standard	23%	20%	5%	34%	37%	34%	45%	36%	44%
Below Standard	19%	4%	8%	17%	17%	11%	26%	7%	6%
Little Evidence of Achievement	2%	0%	0%	3%	0%	0%	5%	1%	1%

### Test: Analysis and Interpretation

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District	District	National	District	District	National	District	District
		01-02	02-03		01-02	02-03		01-02	02-03
Achieved St. with Honors	0%	1%	1%	3%	2%	4%	0%	2%	1%
Achieved St.	30%	55%	66%	22%	11%	21%	17%	43%	36%
Nearly Achieved Standard	47%	41%	28%	7%	44%	42%	31%	35%	40%
Below Standard	20%	3%	4%	35%	42%	33%	46%	20%	23%
Little Evidence of Achievement	2%	0%	0%	4%	1%	0%	6%	0%	0%

### Test: Writing Effectiveness

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District	District	National	District	District	National	District	District
		01-02	02-03		01-02	02-03		01-02	02-03
Achieved St. with Honors	2%	1%	6%	5%	3%	6%	4%	8%	1%
Achieved St.	32%	41%	69%	43%	34%	63%	21%	35%	26%
Nearly Achieved Standard	36%	28%	18%	39%	55%	30%	44%	42%	67%
Below Standard	27%	28%	5%	11%	9%	2%	28%	6%	6%
Little Evidence of Achievement	3%	2%	0%	2%	0%	0%	3%	0%	0%



Test: Writing Conventions

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District 01-02	District 02-03	National	District 01-02	District 02-03	National	District 01-02	District 02-03
Achieved St. with Honors	1%	1%	1%	2%	3%	1%	11%	21%	12%
Achieved St.	40%	35%	61%	53%	41%	47%	46%	51%	64%
Nearly Achieved Standard	33%	42%	30%	30%	37%	39%	32%	26%	24%
Below Standard	25%	22%	8%	10%	11%	12%	8%	3%	0%
Little Evidence of Achievement	1%	0%	0%	5%	8%	1%	2%	0%	0%

**Summary Data:** Students in 4th and 8th grade demonstrated increased performance in all four New Standards reading and writing subtests: basic understanding, analysis and interpretation, writing effectiveness, and writing conventions. 10th grade students showed increased performance on the writing conventions subtest.

New Standards Reference Exam for Mathematics Results

Test: Mathematical Skills

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District 01-02	District 02-03	National	District 01-02	District 02-03	National	District 01-02	District 02-03
Achieved St. with Honors	7%	22%	21%	15%	36%	31%	21%	22%	15%
Achieved St.	32%	42%	44%	23%	32%	35%	38%	42%	39%
Nearly Achieved Standard	32%	24%	22%	24%	18%	18%	13%	11%	12%
Below Standard	27%	11%	12%	22%	11%	13%	21%	16%	25%
Little Evidence of Achievement	2%	0%	0%	17%	3%	3%	7%	9%	9%

Test: Mathematical Concepts

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District 01-02	District 02-03	National	District 01-02	District 02-03	National	District 01-02	District 02-03
Achieved St. with Honors	1%	0%	1%	5%	1%	4%	13%	8%	7%
Achieved St.	12%	27%	30%	11%	14%	17%	13%	21%	19%
Nearly Achieved Standard	34%	51%	47%	16%	21%	26%	16%	32%	31%
Below Standard	51%	22%	21%	26%	34%	27%	33%	30%	36%
Little Evidence of Achievement	1%	0%	0%	43%	29%	26%	25%	10%	7%



Test: Problem Solving

	4 <sup>th</sup> Grade			8 <sup>th</sup> Grade			10 <sup>th</sup> Grade		
	National	District 01-02	District 02-03	National	District 01-02	District 02-03	National	District 01-02	District 02-03
Achieved St. with Honors	1%	0%	1%	5%	1%	4%	13%	8%	7%
Achieved St.	12%	27%	30%	11%	14%	17%	13%	21%	19%
Nearly Achieved Standard	34%	51%	47%	16%	21%	26%	16%	32%	31%
Below Standard	51%	22%	21%	26%	34%	27%	33%	30%	36%
Little Evidence of Achievement	1%	0%	0%	43%	29%	26%	25%	10%	7%

Data Summary: 2002-03 4th grade students improved performance in all three New Standards Mathematical subtests: mathematical skills, math concepts and problem solving. 8th grade students scored higher than last year in math concepts and problem solving.

Local Student Achievement Data Compared with State and Nation  
Percentage of Students Proficient

4 <sup>th</sup> Grade Proficient Achievement Data Compared with State and Nation			
Content Area	North Scott	State	Nation
Reading	86.4%	69%	60%
Math	86.3%	72.4%	60%

8 <sup>th</sup> Grade Proficient Achievement Data Compared with State and Nation			
Content Area	North Scott	State	Nation
Reading	72.8%	69.4%	60%
Math	74.0%	73.1%	60%
Science	84.4%	N/A	60%

11 <sup>th</sup> Grade Proficient Achievement Data Compared with State and Nation			
Content Area	North Scott	State	Nation
Reading	75.9%	77.1%	60%
Math	76.8%	81.3%	60%
Science	76.4%	N/A	60%



**Additional State Indicators**  
**Results for the Class of 2003**  
**Dropout Data**

Of the 1,515 students in grades 7-12 in 2002-03, 17 students (1.1%) dropped out during the academic year. The dropout rate in 2001-02 was 1.95%.

Of the 743 females in grades 7-12 in 2002-03, 10 females (1.3%) dropped out during the academic year.

Of the 772 males in grades 7-12 in 2002-03, 7 males (0.9%) dropped out during the academic year.

Percentage of Students Considered as Dropouts for Grades 7 to 12 By Race

<b>Ethnicity</b>	<b>Number of dropouts</b>	<b>Number of students</b>	<b>Percentage of dropouts</b>
White	17	1466	1.2%
Black	0	15	0%
Hispanic	0	22	0%
American Indian/Alaskan	0	6	0%
Asian/Pacific Islander	0	8	0%
Other	0	0	0%

**Post-Secondary Data**

Of the 213 seniors in 2002-03, 176 seniors (82.6%) intend to pursue post-secondary education/training compared to 79% in 2001-02.

**College Entrance Scores**

The American College Testing (ACT) exam is the usual college entrance exam taken by students who intend to go to college. A score of 20 or higher on the 36-point scale for the test indicates probable success in college. Students usually take the ACT exam during their junior year in high school. Of the 140 ACT-tested 2003 graduates, 74% scored at or above the state's identified college success indicator of an ACT score of 20. This is an increase from 72 percent of the students in 2002.

**Completion of a Core Program**

Of the 213 graduates in 2002-03, 120 students or 56.3% completed a core program of four years of English/language arts and three or more years each of mathematics, science, and social studies.

**Graduation Rates**

The 2001-02 graduation rate for North Scott Community School District is 90.2. The statewide graduation rate for 2001-02 is 89.4

**Other Locally Determined Indicators**

These are additional indicators that impact student learning as determined by the local school or school district.

2002 Graduate Follow-Up Survey

2002 graduates of North Scott High School were surveyed in May 2003. 208 graduates completing the survey reported the following activities:

Attending post-secondary school/training	64.9%
Employed	26.4%
Active military service	4.3%
Unknown	4.3%

High School Course of Study

Of 213 2002-03 high school graduates:

- 68.1% (145 students) took four years of English/language arts
- 71.8% (153 students) took three or more years of math
- 68.5% (146 students) took three or more years of science
- 100% (213 students) took three or more years of social studies



#### Technology at North Scott

- 100% of classrooms are connected to the Internet
- There are more than 800 computers in the district
- 100% of North Scott teachers have an e-mail address
- A K-12 Student Information System is used district-wide
- Web-based personnel software system is used by Central Office and administrative staff
- 25 computer labs throughout the district
- 100% of classrooms have a computer
- North Scott District web site is [www.north-scott.k12.ia.us](http://www.north-scott.k12.ia.us)

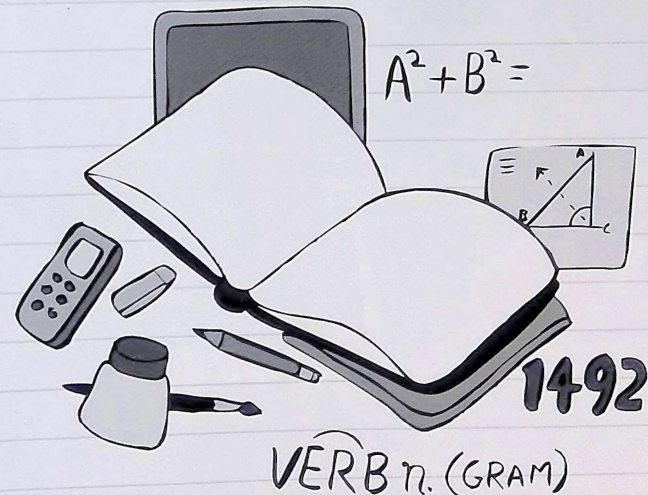


#### Teaching Qualifications

• Number of teachers	225
• Certified teachers	100%
• Percentage with bachelor's degree	100%
• Percentage with master's degree	44%

#### Progress with Early Intervention Goals

- 21 of 43 K-3 classes (49%) met the guidelines of 18 or fewer students per classroom in the 2002-03 school year compared to 70% in 2001-02.
- All students in grades K-3 were administered an individual diagnostic reading assessment twice during the school year to determine their progress individually. The information was shared with parents and interventions were provided for those students needing assistance.
- Kindergarten teachers participated in staff development opportunities and ICN sessions provided by Mississippi Bend Area Education Agency (MBAEA) on the Early Literacy Advisor program. Teachers implemented strategies for increased self-regulation and scaffolded writing to support the literacy program.
- The district provided professional development opportunities to staff in a variety of ways including on-site graduate course offerings and study groups.
- The district will continue to monitor student achievement this year and use diagnostic assessments to measure progress in providing a solid academic foundation in skill readiness.
- A three-week summer reading clinic for struggling readers grades K-4 was held this summer.





## We Welcome Your Comments!

This community report was prepared by the  
North Scott Community School District.

To receive additional copies, or learn more, please contact

Cindy VanDeWalle, curriculum director

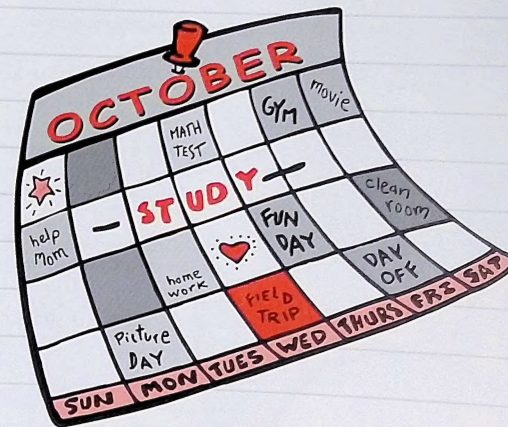
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The North Scott Community School District does not discriminate on the basis of race, color, creed, sex, marital status, national origin, religion, age or disability in its educational programs, services or employment practices. Inquiries concerning application of this statement should be addressed to:

Jim Pfaff, Equity Coordinator

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